CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2013 series

0470 HISTORY

0470/43 Paper 4 (Alternative to Coursework), maximum raw mark 40

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

DEPTH STUDY A: GERMANY, 1918–1945

1 (a) (i) Level 0 No evidence submitted or response does not a

Level 1 Repeats material stated in the source, no infer

Level 2 Makes valid inference(s) unsupported from the
e.g. indoctrination; racialist; pro-young; anti-19

Level 3 Supports valid inferences with reference to the source, e.g. focus on Hitler and benefits of NS policies; 15 weeks on Jewish 'crimes'; 'Youth in charge'; Versailles 'enslavement'. (5–6)

(ii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Agrees OR disagrees unsupported from the source. (1–2)

Level 2 Agrees OR disagrees, supported from the source e.g.

Yes – few lost their jobs implies sympathetic; took the Oath of support; all new teachers appointed by government expected to be loyal.

No – did not have to join Party; Jewish lost their jobs; not necessarily willing support: fear of Gestapo/unemployment; surveillance by students. (3–5)

Level 3 Agrees AND disagrees, supported from source. Addresses the issue of 'How far?' (6–7)

(iii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Not useful – choice made on the basis that one is more detailed/gives more information, but does not specify information. (1)

Level 2 Not useful – A only one subject; B British so could be biased/unreliable. (2)

Level 3 Choice made on the nature or amount of information given.
Must specify what information. (3–5)

Level 4 Choice made BOTH on nature of information and reliability.
Discussion of utility must be based on valid evaluation of the sources in context. Include at this level answers which cross-refer between A and B to show reliability.
6 marks for one source, 7 for both sources. (6–7)

(b) (i) Level 0 No evidence submitted or response does not a

Level 1 One mark for each group to a maximum of tw
mentally ill or handicapped; physically deforme
black people; Jehovah's Witnesses; alcoholics;

(ii) Level 0 No evidence submitted or response does not a

Level 1 Identifies aspects, e.g. anti-Jewish; lost citiz
Aryans. (1–2)

Level 2 Develops aspects,
e.g. Citizenship Law made Jews aliens in their own country, took away all political rights; Law for the Protection of German Blood and Honour made marriage or any sexual relationship with Aryans a criminal offence; Jewish could not employ non-Jewish women under 45 in households. (2–4)

(iii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 A single reason. One for the reason, one for the explanation.
e.g. fanatically loyal to Hitler; involved in Munich Putsch and Night of Long Knives; Minister of Interior – Head of SS, Gestapo and police; became overseer of all administration including concentration camps; architect of Final Solution, etc. (1–2)

Level 2 Multiple reasons. One for each reason, one for each reason explained. (2–6)

(iv) Level 0 No evidence submitted or response does not a

Level 1 Simple assertions, e.g. yes –direction of labour

Level 2 Yes OR no – single aspect of economic p explained e.g.

Yes – 1936, second Four Year Plan finance industrialists; aimed at autarky; 1942 Speer production increased; ended unemployment; military priority led to domestic shortages.

No – workers' rights already lost; much of the development was in conquered territories; conscription; increasing bombing casualties 1943; rationing; evacuation; Hitler Youth domestic role; greater controls/propaganda; persecution of Jews intensified to extermination. (2)

Level 3 Explanation of economic impact OR other factors. Multiple factors given.

OR Undeveloped suggestions of BOTH sides of the argument (annotate BBB – balanced but brief). (3–5)

Level 4 Answers that offer a balanced argument. (6–8)

DEPTH STUDY B: RUSSIA, 1905–1941.

2 (a) (i) Level 0 No evidence submitted or response does not a

Level 1 Repeats material stated in the source, no infer

Level 2 Makes valid inference(s), unsupported from th
e.g. It was a cruel place; law and order was
were hungry etc.

Level 3 Makes valid inferences with reference to the source e.g. Line of command breaking down as soldiers refuse to obey orders and then kill officers; much hunger as the old man has to travel to his daughter for food; violence of the officer implies impatience etc. (5–6)

(ii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Agrees OR disagrees, unsupported from the source. (1–2)

Level 2 Agrees OR disagrees, supported from the source e.g.

Yes – waiting to see what would be done implies giving the Provisional government time to make some changes; wanted to know how the government would respond to demands, etc.

No – Impatient at the slow response to demands; promises of more radical politicians looking more attractive etc. (3–5)

Level 3 Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6–7)

(iii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Useful/not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)

Level 2 Useful/not useful – One is Russian and the other is British so they could both be biased/unreliable. (2)

Level 3 Choice made on the nature or amount of information given. Must specify what information. (3–5)

Level 4 Choice made BOTH on nature of information and reliability.
Discussion of utility must be based on valid evaluation of the sources in context. Include at this level answers which cross-refer between A and B to show reliability.
6 marks for one source, 7 for both sources. (6–7)

(b) (i) Level 0 No evidence submitted or response does not a

Level 1 Award one mark for each valid reason to a power over Tsar and Tsarina; hiring and firing; lower class etc.

(ii) Level 0 No evidence submitted or response does not a

Level 1 Identifies role e.g. Representative of workers a

Level 2 Describes the role. Award an extra mark for each valid aspect described in additional detail e.g. Had supporters in key industries, coal mining and water, plus support of much of the army; during the months of crisis, early 1917, the Soviet and Provisional government worked together. However, they became increasingly rivals with the elected Duma until the Soviet became a stronghold of the Bolsheviks and was used as the basis of the Bolshevik Revolution. (2–4)

(iii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Single reason. One for the reason, one for the explanation.
e.g. failures in the war; his own command; Tsarina and Rasputin; food shortages in cities; loss of workers who were soldiers; refusal of soldiers to obey commands; desertion; refusal of Duma to obey; chaos re government; wanted brother Michael to take over – refused etc. (1–2)

Level 2 Multiple reasons. One for each reason, one for each reason explained. (2–6)

(iv) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Simple assertions.
e.g. the continuation of the war brought deaths. (1)

Level 2 Explanation of the war OR return of Lenin, single factor given.

War – Led to death, food shortages, soldiers were mostly peasants so less food production; disobedience and desertions from the army; added soldiers to workers' rebellion in cities; added to general air of no direction and despair etc.

OR Lenin – Return accentuated problems to do with Peace, Bread and Land, but July Days showed that Kerensky still had support; Kornilov Affair gave Bolsheviks guns and some respect. No elections, etc.
Reward answers which find other more important reasons. (2)

Level 3 Explanation of war OR return of Lenin with multiple factors. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument
(annotate BBB – Balanced but Brief). (3–5)

Level 4 Answers that offer a balanced argument.
BOTH sides of the war AND the return of Lenin must be addressed. (6–8)

DEPTH STUDY C: THE USA, 1919–1941

3 (a) (i) Level 0 No evidence submitted or response does not a

Level 1 Repeats material stated in the source, no infer

Level 2 Makes valid inference(s) not supported from th
e.g. wealthy; consumerists; cut-throat bu
purchase.

Level 3 Makes valid inferences and gives support from the source.
e.g. 'diamonds cars'; 'competitors scheming, crying out'; 'a dollar a week'; 'some that are not'; etc. (5–6)

(ii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Agrees OR disagrees with no support from source. (1–2)

Level 2 Agrees OR disagrees, supported from the source e.g.

Yes – huge wealthy demand; domestic market protected; able to loan money to Europe; ignore international affairs.

No – closing markets weakened others, could lead to retaliatory tariffs; basis for loans would become shaky; blocking immigration could lower internal demand/cheap labour. (3–5)

Level 3 Agrees AND disagrees, supported from source. Addresses the issue of 'How far?' (6–7)

(iii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Useful/not useful – choice made on the basis that one is more detailed/gives more information, but does not specify information. (1)

Level 2 Useful/not useful – A, American; B European, both critical so they could be biased/unreliable. (2)

Level 3 Choice made on the nature or amount of information given. Must specify what information. (3–5)

Level 4 Choice made BOTH on nature of information and reliability.
Discussion of utility must be based on valid evaluation of the sources in context. Include at this level answers which cross-refer between A and B to show reliability.
6 marks for one source, 7 for both sources. (6–7)

(b) (i) Level 0 No evidence submitted or response does not a

Level 1 One mark for each valid aspect to a maximu developed, e.g. buying with sole aim of maki buying on the margin, both by banks and s raised prices unrealistically.

(ii) Level 0 No evidence submitted or response does not a

Level 1 Identifies aspects – e.g. panic selling of shar Street Crash. (1–2)

Level 2 Develops description of aspects: 21st – large scale selling by big investors; confidence falling; Black Thursday, 24th c.$9 billion fall in prices; banks Intervened, prices stabilised over weekend; by 28th banks began selling for quick profit, c.$14 billion fall result; Black Tuesday, 29th complete panic, c.15m. shares sold at $32 billion loss – the Crash. (2–4)

(iii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 A single reason. One for the reason, one for the explanation.
e.g. lowering taxes and raising tariffs did not stimulate demand; cutting government expenditure did not restore confidence; by 1932 13m. unemployed – risen from 3% to 25% in 3 years; response to Bonus Marchers; appeal of F. D. Roosevelt. (1–2)

Level 2 Multiple reasons. One for each reason, one for each reason explained. (2–6)

(iv) Level 0 No evidence submitted or response does not a

Level 1 Simple assertions. e.g. Yes, people afraid to had longer-standing weaknesses.

Level 2 Agrees OR disagrees with explanation of ONE

Yes – Hoover's 'prosperity just around the co FDR campaign stressing need to restore confi its importance; distrust of failing banks; borrow led to falling demand; could not be stimulated by cutting prices; spiralling unemployment; confidence remained unsteady throughout New Deal; Dow only returned to 1929 level in 1954.

No – Wall Street Crash affected relatively few directly; share prices recovered slightly in 1930; weaknesses already evident by end of '20s in agriculture; over-production; inequalities of income; lack of social security; reciprocal tariffs; loss of European markets. (2)

Level 3 Explanation of fall in confidence OR other reasons, multiple factors given.

OR Undeveloped suggestions of BOTH sides of the argument, including those seeing linkage.
(annotate BBB – balanced but brief). (3–5)

Level 4 Answers that offer a balanced argument. (6–8)

DEPTH STUDY D: CHINA, 1945–c.1990

4 (a) (i) Level 0 No evidence submitted or response does not a

Level 1 Repeats material stated in the source, no infer

Level 2 Makes valid inference(s), unsupported from th
e.g. pragmatic; policy does not matter as long considerations etc.

Level 3 Makes valid inferences with reference to the source e.g. not willing to sacrifice food production for the introduction of socialism in short term; accepts richer peasants will increase production in short term until socialism can be organised to take over etc. (5–6)

(ii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Agrees OR disagrees, unsupported from the source. (1–2)

Level 2 Agrees OR disagrees, supported from the source e.g.

Yes – Mao is setting a trap for them so he can later victimise them for their opinions; that group were his targets etc.

No – when Mao came to power he gave this group a better standard of living; if they were especially useful he would give them special privileges etc. (3–5)

Level 3 Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6–7)

(iii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Useful/not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)

Level 2 Useful/not useful – One is from Mao himself, the other is from another Chinese person so they could both be biased/unreliable. (2)

Level 3 Choice made on the nature or amount of information given. Must specify what information. (3–5)

Level 4 Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-refer between A and B to show reliability.
6 marks for one source, 7 marks for both. (6–7)

(b) (i) Level 0 No evidence submitted or response does not a

Level 1 Award one mark for each valid reform to a max Marriage Law abolished child marriage, infanti marriage inequalities. Maternity benefits, equa equality before the law etc.

(ii) Level 0 No evidence submitted or response does not a

Level 1 Identifies reforms e.g. Health awareness education. (1 – 2)

Level 2 Describes reforms. Award an extra mark for each valid reform described in additional detail e.g. vast public health campaigns to rid China of infant mortality and endemic diseases. Chinese now more hygiene conscious; 1949 at least 89% were illiterate; concentrated on primary education to bring all Christian-mission, private and state schools into a national system etc. (2–4)

(iii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Single reason. One for the reason, one for the explanation e.g. had been progress in industry but based on the Soviet model because of Soviet aid (Sino-Soviet Treaty of Friendship – $3bn in loans – 70% invested in heavy industry – centralised planning. Only 6.2% was invested in agriculture; Mao felt Soviet model did not suit China's agricultural needs; also wanted to re-invigorate the Revolution – he felt the cadres were becoming as arrogant as the previous upper and professional classes etc. (1–2)

Level 2 Multiple reasons – One for each reason, one for each reason explained. (2–6)

(iv) Level 0 No evidence submitted or response does not a

Level 1 Simple assertions, e.g. No, land was more imp

Level 2 Explanation of the Great Leap Forward OR factor given, e.g.

GLF – Opposition to communes; series of b withdrawal of Soviet aid; lack of experience in between 1959-63; production seriously d agriculture; perhaps as many as 20 million Chinese died etc.

Other – Cultural Revolution most likely nominated as an alternative but accept other valid issues. CR – attacked managers, teachers, scientists, anyone or anything old; humiliation and punishment; ruined millions of lives; no education and damage done by Red Guards; almost civil war etc. (2)

Level 3 Explanation of the Great Leap Forward OR other mistakes with multiple factors. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). (3–5)

Level 4 Answers that offer a balanced argument.
BOTH sides of the Great Leap Forward AND other mistakes must be addressed. (6–8)

DEPTH STUDY E: SOUTHERN AFRICA IN THE TWENTIETH CENT

5 (a) (i) Level 0 No evidence submitted or response does not a

Level 1 Repeats material stated in the source, no infer

Level 2 Makes valid inference(s) not supported from political figure over long period; views divided Anglo-Boer fairness; determined.

Level 3 Makes valid inferences and gives support from the source. e.g. Prime Minister from 1924-35; United Party v APNP; 'complete equality', etc. (5–6)

(ii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Agrees OR disagrees with no support from source. (1–2)

Level 2 Agrees OR disagrees, supported from the source, e.g.

Yes – Smuts divided UP; won vote; fought as part of British Empire.

No – Hertzog favoured neutrality; close vote; PNP opposed; sabotage; NP won in 1948. (3–5)

Level 3 Agrees AND disagrees, supported from source. Addresses the issue of 'How far?' (6–7)

(iii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Useful/not useful – choice made on the basis that one is more detailed/gives more information, but does not specify information. (1)

Level 2 Useful/not useful – A is family letter, B British so they could be biased/unreliable. (2)

Level 3 Choice made on the nature or amount of information given.
Must specify what information. (3–5)

Level 4 Choice made BOTH on nature of information and reliability.
Discussion of utility must be based on valid evaluation of the sources in context. Include at this level answers which cross-refer between A and B to show reliability.
6 marks for one source, 7 for both sources. (6–7)

(b) (i) Level 0 No evidence submitted or response does not a

Level 1 Award one mark for each aspect to a maximu
e.g. built to celebrate and in remembrance 10
Trek; 'Taking of the Vow' to signify the Cove
stress separation from British. More than
foundation ceremony.

(ii) Level 0 No evidence submitted or response does not a

Level 1 Identifies effects, e.g. Cape blacks lost vote; Native Council set up. (1–2)

Level 2 Develops description of effects e.g. lost what little political rights they had, brought in line with other areas: 16,000 black voters removed from Cape electoral role and lost right to buy land; whites to have exclusive political influence: separate voting role to elect 3 white representatives; all other blacks to be represented by 4 white Senators; strengthened tribal chiefs – Natives' Representative Council – 12 black members elected through local councils and chiefs – had only advisory role. (2–4)

(iii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 A single reason. One for the reason, one for the explanation.
e.g. black political meetings banned in 1930; anti-Communist laws restricting movement; tribal and urban/rural differences; ANC too small/timid; NRC gave the appearance of influence. (1–2)

Level 2 Multiple reasons. One for each reason, one for each reason explained. (2–6)

(iv) Level 0 No evidence submitted or response does not a

Level 1 Simple assertions e.g. Yes, increased expor Afrikaner political power grew.

Level 2 Yes OR no - either with a valid aspect explaine

Yes – Both blacks and whites benefited fro capital/industrial devt/govt. subsidies/war stim increases and govt. wealth; lowering of colour immigration; growing trade union activity.

No – Early 1930s economy had weakened; 1932 political crisis over gold standard created fusion between SAP and National Party; white women gained vote in 1930; increasing Afrikaner separatism; Cape coloured lost vote; weakening of black voice in 1930s; war created hope – e.g. Atlantic Charter; ANC Youth League founded 1944, more radical; 1948 election significance.

Can argue nothing changed: for rural poor; segregation. (2)

Level 3 Explanation of economic or political change, multiple aspects explained.

OR Undeveloped suggestions of BOTH sides of the argument (annotate BBB – balanced but brief). (3 – 5)

Level 4 Answers that deal with 'How far?' offering a balanced argument. (6 – 8)

DEPTH STUDY F: ISRAELIS AND PALESTINIANS, 1945–c.1990.

6 (a) (i) Level 0 No evidence submitted or response does not a

Level 1 Repeats material stated in the source, no infer

Level 2 Makes valid inference(s), unsupported from t either brave or foolish; got what he deserv united etc.

Level 3 Makes valid inferences with reference to the source e.g. both newspapers and radio united in view that Sadat was a traitor and deserved his punishment; Arabs thought that to recognize Israel in Jerusalem was an insult to Islam etc. (5–6)

(ii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Agrees OR disagrees, unsupported from the source. (1–2)

Level 2 Agrees OR disagrees, supported from the source e.g.

Yes – New Israeli leader, ready to make a deal with regard to Sinai; Sinai not part of ancient Israel; new US president wanted to secure a peace deal in the Middle East and therefore would help etc.

No – West Bank might spoil the whole deal as Begin thought it must remain in Israel forever; only the starting point – optimism not tested yet, etc. (3–5)

Level 3 Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6–7)

(iii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Useful/not useful – Choice made on the basis that one is more detailed/gives more information, but does not specify what information. (1)

Level 2 Useful/not useful – One is a British newspaper and the other is from a historian so they could both be biased/unreliable. (2)

Level 3 Choice made on the nature or amount of information given. Must specify what information. (3–5)

Level 4 Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-refer between A and B to show reliability.
6 marks for one source, 7 marks for both. (6–7)

(b) (i) Level 0 No evidence submitted or response does not a

Level 1 One mark for each correct answer to a maxim
Moshe Dayan. Must be in correct order.

(ii) Level 0 No evidence submitted or response does not a

Level 1 Identifies impact e.g. both claimed ownership.

Level 2 Describes impact. Award an extra mark for each valid aspect described in additional detail e.g. Taken from Jordan during the Six Day War 1967; both Begin and Dayan stated that it should never be given back; Jewish settlements of housing and communities, to defend and absorb the land; religious importance of the area re. Jerusalem for both sides; resentment between Jews and Palestinians, and a cause throughout the Arab world etc. (2–4)

(iii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Single reason. One for the reason, one for the reason explained.
e.g. Egypt in financial and economic difficulties with war; domestic costs rising; felt much could be saved if borders were safe; wanted Sinai back; persuasion by Kissinger; willing to risk unpopularity with other Arab nations to secure a deal; felt other nations would gradually follow suit, etc. (1–2)

Level 2 Multiple reasons. One for each reason, one for each reason explained. (2–6)

(iv) Level 0 No evidence submitted or response does not a

Level 1 Simple assertions, e.g. no, it all came to nothin

Level 2 Explanation of success OR lack of success, si

Success – On the face of it, would give Si gradual withdrawal of Israeli forces; framew peace with attempt to address the Palestinian living in the Gaza Strip and West Bank t governing status; diplomatic success for Begin, Sadat and Carter; Begin secure from attack by Egypt; increased settlements on the West Bank from 45 to 112; Palestinian opposition here put down severely etc.

Lack – The agreement over the future of the Palestinians was rejected by the PLO and never put into effect; within days of Sadat's visit to Jerusalem, Arab leaders met in Libya and denounced him; Egypt isolated in the Arab world; Sadat assassinated for insulting Islam; Carter frustrated etc. (2)

Level 3 Explanation of success OR lack of success with multiple factors. Allow single factors with multiple reasons.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). (3–5)

Level 4 Answers that offer a balanced argument.
BOTH sides of success AND lack of success must be addressed. (6–8)

DEPTH STUDY G: THE CREATION OF MODERN INDUSTRIAL SO

7 (a) (i) Level 0 No evidence submitted or response does not a

Level 1 Repeats material stated in the source, no infer

Level 2 Makes valid inference(s) unsupported from the more efficient than canals; less prone to crime.

Level 3 Supports valid inferences with reference to the source e.g. 'cheaper, safer, easier'; 'not subject to thieving'. (5–6)

(ii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Agrees OR disagrees, unsupported from the source. (1–2)

Level 2 Agrees OR disagrees, supported from the source e.g.

Yes – Opportunities for travel; broadened horizons; more trips implies affordable; richer classes had alternatives.

No – Other classes could also benefit; broadened opportunities for all. (3–5)

Level 3 Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6–7)

(iii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Useful/not useful – Choice made on the basis that one source is more detailed/gives more information, but does not specify what information. (1)

Level 2 Useful/not useful – A is from very early days of railways; B gives clearer impact of expansion in 1840s, so they could both be biased/unreliable. (2)

Level 3 Choice made on the nature or amount of information given. Must specify what information. (3–5)

Level 4 Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-refer between A and B to show reliability.
6 marks for one source, 7 marks for both. (6–7)

(b) (i) Level 0 No evidence submitted or response does not a

Level 1 One mark for each valid aspect to a maxi Kingdom Brunel; seven feet.

(ii) Level 0 No evidence submitted or response does not a

Level 1 Identifies aspects, e.g. cheap train fare fixed; provided.

Level 2 Describes terms. Award an extra mark for each valid term described in additional detail e.g. each company to run one train per day on each stretch of its line; at minimum speed of 12 mph; provide covered 3rd class travel at cost of not more than one penny per mile. (2–4)

(iii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Single reason. One for the reason, one for the explanation.
e.g. speculators expected high profits; growth of 1830s encouraged expectations; growing demand from manufacturers; 'new money' around from manufacturers and landowners to finance. (1–2)

Level 2 Multiple reasons. One for each reason, one for each reason explained. (2–6)

(iv) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Simple assertions, e.g. Yes, broadened social interaction; No – speeded transport of goods. (1)

Level 2 Explanation of social OR economic impact, single factor given.

Social – e.g. rivalry between companies led to faster services; cheaper fares; better amenities; safety increased; provided employment – contrasted with canal/road unemployment; development of commuter suburbs; holiday travel, etc.

Economic – e.g. industry market for railway building; overseas railway building; speeded delivery of goods; increased profits; landowners wealth increased; ports benefited, etc. (2)

Level 3 Explanation of social OR economic with multiple factors.

OR Undeveloped suggestions on BOTH sides of the argument,
Reward candidates who argue social intertwined with economic. (annotate BBB – Balanced but Brief). (3–5)

Level 4 Answers that offer a balanced argument.
BOTH sides of social and economic effects and inter-relation must be addressed. (6–8)

DEPTH STUDY H: THE IMPACT OF WESTERN IMPERIALISM IN T

8 (a) (i) Level 0 No evidence submitted or response does not a

Level 1 Repeats material stated in the source, no infer

Level 2 Makes valid inference(s) unsupported from t trade; need to compete with other European areas, markets.

Level 3 Supports valid inferences with reference to the source e.g. 'all industrial countries'; 'policy of expansion and annexation'; 'Central Africa', etc. (5–6)

(ii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Agrees OR disagrees, unsupported from the source. (1–2)

Level 2 Agrees OR disagrees, supported from the source e.g.

Yes – Africa not a treasure box; lack of demand; no raw materials; cost of creating infrastructure.

No – West Africa producing profits; some other areas had potential; building facilities itself implied profits and social improvement for natives. (3–5)

Level 3 Agrees AND disagrees, supported from the source. Addresses the issue of 'How far?' (6–7)

(iii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Useful/not useful – choice made on the basis that one source is more detailed/gives more information, but does not specify what information. (1)

Level 2 Useful/not useful – A is contemporary special interest; B has hindsight so they could both be biased/unreliable. (2)

Level 3 Choice made on the nature or amount of information given. Must specify what information. (3–5)

Level 4 Choice made on the grounds of reliability.
Discussion of utility must be made on valid evaluation of source(s) in context. Include at this Level answers that cross-refer between A and B to show reliability.
6 marks for one source, 7 marks for both. (6–7)

(b) (i) Level 0 No evidence submitted or response does not a

Level 1 One mark for each aspect to a maximum of t conquest and administration of Nigeria; High 1890s; development of policy of indirect rule.

(ii) Level 0 No evidence submitted or response does not a

Level 1 Identifies aspects, e.g. new markets enc Leopold; Berlin Conference gave authority.

Level 2 Describes aspects. Award an extra mark for each valid aspect supported with additional detail e.g. Leopold II determined from accession in 1865; wanted prestige in Europe; potential wealth of markets/resources; helped finance exploration of central Africa, especially Stanley's expeditions; Berlin Conference 1884/5 led to triumph – a private control of a 'Free' state. (2–4)

(iii) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Single reason. One for the reason, one for the explanation, e.g. all wanted markets; potential new resources; prestige; part of European power games; ambitions of individuals, e.g. Rhodes; missionary activity, etc. (1–2)

Level 2 Multiple reasons. One for each reason, one for each reason explained. (2–6)

(iv) Level 0 No evidence submitted or response does not address the question (0)

Level 1 Simple assertions, e.g. Yes, ignored local traditions; No, brought improved facilities. (1)

Level 2 Explanation of 'misguided' OR its benefits, single factor given.

'misguided' – narrowly over-optimistic for wealth, especially in Africa; driven more by European rivalries; failed to appreciate costs of 'white man's burden'; over-rode all local customs; led to abuse of power/resistance; increased European tensions, etc.

'benefits' – trade did increase globally; huge wealth for some; education/health benefits; ended slavery, etc. (2)

Level 3 Explanation of flaws OR benefits with multiple factors.

OR Undeveloped suggestions on BOTH sides of the argument (annotate BBB – Balanced but Brief). (3–5)

Level 4 Answers that offer a balanced argument. (6–8)